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ABSTRACT

The State University of New York College at Fredonia, Center for Educational Studies is initiating new partnerships and linkages with inservice teachers to provide a united front in the preparation of educational personnel, changing the delivery mode of inservice education, developing a mission/philosophy reflecting a sense of purpose, and implementing major curriculum changes that more appropriately address the educational needs of the schools. The Center's Advisory Council is comprised of Center personnel, all-college faculty representation, and the involvement of public school faculty and administration. Five task forces with all-college and public school membership are studying and making recommendations on: (1) curriculum integration; (2) inservice/graduate education; (3) developing collaborative partnerships; (4) selecting, rewarding, and training cooperating teachers; and (5) expanding field experiences. A component for assessment and research in education is also being implemented. This document reports on the activities and progress of all components of the Center's collaborative teacher education program. (JD)

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DEVELOPING SUCCESSFUL PARTNERSHIPS THROUGH COLLABORATION: IMPLEMENTING A PREMIER TEACHER EDUCATION PROGRAM

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STATE UNIVERSITY OF NEW YORK COLLEGE AT FREDONIA

Center For Educational Studies

The future of colleges of education in the United States is questionable, given present practice. A reversal of this perception is totally possible if teacher educators wish to reorganize, regroup and rethink their position and to change what they have historically been doing. The State University of New York, College at Fredonia with its recently established Center for Educational Studies is doing just that.

The State University of New York College at Fredonia, Center for Educational Studies takes pride in the strong interdisciplinary and innovative nature of its programs in education and human services. The recent discussions by the Board of Regents and the State Education Department in establishing the position paper, Blueprint for Learning and Teaching, parallels, in part, the commitment of the State University of New York, College at Fredonia to furthering the quality of education.

In this process, we are initiating new partnerships and linkages with our inservice colleagues to provide a united front in the preparation of educational personnel, changing the delivery mode of inservice education, developing a mission/philosophy which reflects a sense of purpose, and implementing major curriculum changes that more appropriately address the educational needs of our clients--both now and in the future.

Programs in education must establish closer relationships between and among the school divisions and communities they serve. The combination of austerity budgets, public dissatisfac-

tion with the perceived quality of school programs, increasing enrollments, and similar factors are exerting pressure on teacher training institutions to establish these cooperative, collaborative linkages. Such alliances can, and will, be mutually beneficial to everyone concerned. Furthermore, we need to develop more rigorous requirements for admission to teacher education programs; identify and implement exit criteria as prerequisites for graduation and certification of preservice teachers; improve the quality of and expand the requirements for field based experiences in teacher education programs; and develop viable linkages (partnerships) between the schools and higher education to improve the work of both sectors. The Center for Educational Studies at SUNY Fredonia has undertaken these initiatives in its quest for enhancing the quality of education.

The college-wide Center for Educational Studies has replaced the traditional organizational arrangement for educational programs which implies direct implications for change and innovation in teacher education, speech pathology and audiology, and an all-college articulation of programs in and related to the preparation of educational personnel. The campus-wide nature of the Center involves the integration of elementary, early childhood and secondary education components as well as the initiation of a comprehensive field-based approach to educational studies. In addition, the Center is assuming responsibility for supporting teaching effectiveness, educational research, child studies, development of grant proposals, and international education programs. The further development of needed links and partnerships with the public schools in the SUNY Fredonia service area,

the Chautauqua County Teachers' Center, the Fredonia-Hamburg Teacher Education Center, and an expanded Office of Field Experiences have been fostered and enhanced through the Center for Educational Studies.

Within this context, eight specific steps are in process which provide preliminary evidence indicative of the mission of the Center for Educational Studies and the progress that has been made.

* Formed an Advisory Council reporting to the Director comprised of Center personnel, all-college faculty representation, and the involvement of public school faculty and administration.
* Organized five task forces with all-college and public school membership to discuss:
    --curriculum integration
    --inservice/graduate education
    --developing collaborative partnerships
    --selecting, rewarding, and training cooperating teachers
    --expanding field experiences
* Met with all academic departments on campus to share the mission and goals of the Center for Educational Studies and to open dialogue for future communication.
* Initiated a pilot Clinical Field Supervisors program in conjunction with the school divisions of Fredonia, Westfield and Silver Creek.

* Developed a component for assessment and research in education.
* Implemented international preservice and inservice programs in England and Wales.
* Submitted eight major grants to the U.S. Department of Education and the New York State Education Department.
* Revitalized the Certificate of Advanced Study program in educational administration to include more involvement by practicing school administrators and accommodate school personnel desiring entrance to the program.

These eight areas will be further discussed and detailed in this report.

ADVISORY COUNCIL

Since the inception of the Center for Educational Studies it has become most evident that the appointment of an advisory council to the Director was warranted. During the deliberations of the all-college Planning Committee, it was suggested that a teacher preparation programs advisory board be established to advise on all programs leading to New York State teacher certification as well as providing advice on "all matters of curriculum and program development for teacher preparation." This charge, the work of the task forces this past Fall semester, and the expanding relationship between the Center for Educational Studies and our colleagues in the public schools, provides a mandate for expansion of the advisory council to include the numerous constituencies that we serve.

The Council will meet approximately three times a semester

to deal with various issues, policies, and emerging programs that are specific to the mission of the Center for Educational Studies. (For membership, see Appendix I).

INITIATION OF TASK FORCES

Shortly after the Director's remarks to faculty in September, 1989, five task forces were appointed to organize and implement the numerous recommendations emanating from that initial meeting. Consequently, college faculty and public school personnel began deliberations in each of five task forces. Each of the five task forces were provided with a number of issues which were in need of discussion, deliberation, and eventual recommendations to the Director in order to communicate the work of the task forces internally as well as sharing discussions with other internal/external publics.

Curriculum Integration

The Curriculum Integration Task Force established early in the Spring semester a list of topics for discussion which are being used as an outline for the future. A recommendation has been forwarded regarding a minimum GPA and student/faculty interviews for admission to teacher education. A number of related topics for admission to teacher education are discussed at each meeting. The committee is currently focusing on (1) implementation of information pertinent to the "handicapped" in our "common" curriculum and (2) the impact of a field-based program on the teacher education elementary and secondary curriculum. (See Appendix III for full Task Force report).

Inservice/Graduate Education

Although the Inservice/Graduate Education Task Force has just recently begun the analysis of data and the development of recommendations based on that data, the following represent preliminary recommendations.

- The Center for Educational Studies focus on establishing itself as a credible partner of an already extensive network of continuing education programs.
- Initially, the Center might limit itself to identifying selected areas of need, provide specific individuals support to develop the necessary competencies and focus contributions to the partnerships in these selected areas.
- In establishing this credibility, the Center should be prepared to absorb some of the initial financial burden and/or share these expenses with those involved in the partnership.
- A standing committee or working subgroup of an already existing body be formed to evaluate proposals, consider requests and implement programs. (See Appendix IV for full Task Force report).

Developing Collaborative Partnerships

This Task Force has recommended that linkages and partnerships should include public school faculty and administrators and human service agencies. These individuals should be utilized as resource persons in teacher education classes in the College to address concerns and issues raised by preservice teachers. Furthermore, the Task Force feels that the outreach of the Center for Educational Studies should be expanded to include Cattaraugus

County, Southern Erie County, and all of Chautauqua County. At present, the Task Force is developing a cohesive plan to implement the rationale and strategies from reports of the other task forces to ensure a comprehensive strategy of developing collaborative partnerships. (See Appendix V for full Task Force report).

Expanding Field Experiences

This Task Force has generated recommendations for expanding field experiences in the freshman through senior years. Recommendations also include methods for assessing the four-year field experiences. In addition, expanding the field experiences component into inner city Buffalo and implementing a full year Jamestown Teacher Education Center similar in organization to the nationally recognized Fredonia-Hamburg Teacher Education Center are currently being considered.(See Appendix VI for full Task Force report).

Selecting, Rewarding and Training Cooperating Teachers

The Task Force on Selecting, Rewarding and Training Cooperating Teachers has recommended that participants in the Clinical Field Supervisor Training Program sessions from the Fredonia, Silver Creek and Westfield School Districts serve as ambassadors for the CFS Program. These individuals will assist college personnel from the Center for Educational Studies in soliciting future Clinical Field Supervisors from the current pool of cooperating teachers. Members of the Task Force will: 1) review and analyze data from the two weekend training sessions (Spring 1989); 2) plan a follow-up training session for the Fall 1989

semester; 3) conduct a survey of possible incentives that could be employed to attract cooperating teachers to participate in the CFS Training Program.

The Task Force also has recommended that collaborative efforts between the Center for Educational Studies and area schools be expanded and that the name of the Center be changed to reflect the departments involved within the Center. (See Appendix VII for full Task Force report).

INTEGRATION OF SECONDARY EDUCATION DEPARTMENTS AND EXPANDING SCHOOL-COLLEGE PARTNERSHIPS

In part, the Center for Educational Studies was initiated to support and uphold rigorous academic standards of excellence in professional education and to further strengthen the quality and integrity of the professional education unit. The National Council for Accreditation of Teacher Education (NCATE) defines the professional education unit as follows:

> The professional education unit is the college, school, department, or other administrative body within the institution that is officially responsible for the preparation of students who seek state certification as teachers and of other professional education personnel.

This definition is meant to include <u>all</u> departments involved in the preparation of elementary <u>and</u> secondary teachers. In the context of this mandate, the Center for Educational Studies has undertaken the responsibility to integrate all programs, early childhood, elementary and secondary education into a cohesive unit. Consequently, visits have been made to all academic departments involved in secondary education to communicate the mission, role and responsibilities of the new Center and to open dialogue for further communication. One significant result of

these visits occurred on February 15, 1989, when the chairpersons of the academic departments, upon the recommendation of the Director of the Center, voted unanimously to raise the GPA entrance criteria for admission to teacher education to 2.5.

In its continuing commitment to integrate teacher education throughout the campus, the Center for Educational Studies is developing a series of evening forums/workshops entitled "Collaboration Among the Disciplines." These functions involve selected academic departments which house secondary education programs, faculty from the Center, and public school secondary teachers and administrators. Regional and/or national consultants are invited to present on topics germane to the particular discipline represented, i.e., Department of Mathematics/Computer Science and public school mathematics teachers meeting to discuss issues of common concern with a national speaker presenting a topic on "The State of Mathematics Education: Critical Issues and Needed Actions."

These activities have been scheduled throughout the 1989-90 academic year for the Departments of Mathematics and Computer Science, Biology, Geosciences, Physics, Chemistry, Music, Foreign Languages, English, and History. All of these departments are presently and historically housed in either the Division of Natural and Social Sciences or the Division of Arts and Humanities. These efforts to integrate teacher education throughout the campus and to establish closer working partnerships with our public school colleagues are a major thrust of the Center for Educational Studies in this area.

The Center promotes professional education programs based on established educational research and essential knowledge of sound professional practice. It is imperative that the College, through the Center for Educational Studies, supports an integrated approach to general education, professional studies, and specialty studies. Our professional curriculums need to encompass the knowledge domains represented in academic study, professional research and practice, and professional ethics. We need to demonstrate an understanding and application of instruction for individual learning needs including those of culturally diverse and exceptional populations (NCATE Redesign, 1985).

THE CLINICAL FIELD SUPERVISOR PROGRAM: SELECTING, TRAINING AND REWARDING COOPERATING TEACHERS

The traditional student teaching supervision model employed in most states is inadequate. This reality exists largely because of the inability of colleges and universities with teacher preparation programs to control the selection and training of cooperating teachers who supervise our students, and partly due to the minimal remuneration provided for this important service.

The most reliable research findings available reveal the ostensibly-important student teaching process as that which typically serves to socialize teachers to a "practicality ethic where survival concerns dominate" (Joyce, 1984). Those who serve as cooperating teachers too often do so either because it is their turn or because of the assistance a student teacher can provide the classroom teacher. That which the student teacher has been prepared to do is subjugated to the classroom habits

developed by the more experienced teacher; and the neophyte is gradually molded to fit the cooperating teacher's teaching style. Teacher education programs are then judged by graduates and critics as having prepared students poorly for the "real classroom." The continuing inability to link college course work to practice experiences, so that novices can apply what they have learned in classrooms, is a persistent problem deserving solution beyond the mere change of a faculty/student teacher ratio (VACTE, 1985).

Criticism of the student teaching experience is one with which many teacher educators and classroom teachers will take issue, as one might suspect, for it is an indictment of the most sacrosanct part of our generally-maligned teacher education programs in higher education. Both surviving student teachers and experienced teachers tend to acclaim student teaching as the most worthwhile part of their professional programs. Given the importance of survival, student teaching <u>is</u> successful; but if the preparation of a professional who can successfully select and employ a variety of teaching styles is our primary goal, then teachers and teacher education communities must first admit to inadequacies in the preparation of beginning teachers.

The Center for Educational Studies is endorsing a model involving clinical faculty who hold appointments with both the college and the school division. This model will enable the Center to select and utilize the most outstanding practitioners for the cooperating and supervisory functions. The model will have a research component that will serve to develop better knowledge about the induction phase of student teaching. It will involve

cooperating teachers who hold clinical appointments with our College much as we do in other fields. They will receive intensive supervisory training by the Center for Educational Studies and will be eligible for some of the benefits professors enjoy. They will, in effect, be college faculty and have rights and responsibilities associated with the position with respectable rewards for participation. The role of full-time college faculty will be that of general manager, facilitator, and partner. Their responsibility will be the very important one of providing a linkage between the college program and the world of practice.

A primary operational difference between present practice and the model being discussed is in the ongoing demonstration/practice/feedback/coaching pattern that cooperating teachers would learn to apply during their initial training. The college supervisor in traditional programs has difficulty applying this pattern, given the limited amount of time that is available for site visits. A professor who supervises student teachers is able to spend no more than a few hours a week with two students, whereas a trained cooperating teacher could supervise a student for the entire student teaching experience. What is essential, as stressed in the beginning, is that a supervisor do what is known to be appropriate in the development of an effective leader; in other words, systematically coach student teachers as they practice multiple teaching styles. (VACTE, 1985).

During Spring 1989, a pilot program was initiated to identify and train classroom teachers to serve as Clinical Field Supervisors and Associate Faculty in the Center for Educational Stud-

ies. Thirty teachers from the Silver Creek, Fredonia and Westfield school districts and the BOCES Head Start participated in this pilot program. This Fall 1989, a group of thirty secondary teachers received training which will be followed by a Spring 1990 training session for approximately thirty elementary teachers.

Clinical Field Supervisors (CFS) will participate in seminars to develop supervisory competencies which will assist them in guiding the professional development of student teachers. Upon completion of their training, they will be appointed College Clinical Field Supervisors and Associate Faculty. College Supervisors will serve in a consultative role to the Clinical Field Supervisors, student teachers, and school administrators.

The Center for Educational Studies has implemented a teacher education program which is college based and field oriented throughout all four years of the students' preparation. The collaborative partnerships among school districts, human service agencies, and the State University of New York College at Fredonia are essential for improved field based instruction. The initiation of the Clinical Field Supervisor Program is one major thrust that reflects these partnerships.

ASSESSMENT AND RESEARCH IN EDUCATION

In reflecting on the need for the education profession to be supported in its efforts by a sound knowledge base and research orientation, it appears appropriate to create a more visible component in assessment and research for the Center for Educational Studies. The purpose of this component will be to enhance

research and development projects, stimulate faculty research in applied teaching and learning areas, and disseminate educational studies, research, and reports in the region and, on a selective basis, to wider segments of the profession.

Further emphasis will be placed upon developing and maintaining positive working relationships with school districts and human services organizations to promote the effective preparation of professional educators. Research questions and inquiry strategies will be developed to encourage the involvement of the practicing professions (school based educators) with teacher educators (campus based educators) to develop and refine the professional knowledge base. In this process, collaborative projects will be developed which could be partnerships between College personnel and school district personnel, between College personnel and human services organization personnel, and/or between and among various College departments.

The specific goals, objectives and strategies of this assessment and research component are listed below.

GOAL I

To formalize processes for encouraging collaborative research and development projects in the State University of New York College at Fredonia service region by expanding the scope of existing projects and increasing the number of projects.

OBJECTIVES

1. To inform organizations of types of research expertise available and purposes of research.
2. To identify organizations willing to participate in, and those presently participating in, collaborative projects and problems which could be addressed in such research.
3. To create networks of college faculty interested in research in the schools and human service organizations.
4. To make college computer capacity (documents search) available at a nominal charge to participate in research.

5. To evaluate and disseminate results of collaborative research.

STRATEGIES

1. Sponsor quarterly research "colloquia" where faculty members can present their current research interests.
2. Earmark some funds from grants for faculty/graduate student research.
3. Develop and maintain contacts with schools and human services organizations which would solicit the identification of topics worthy of research and provide for the dissemination of information about purposes and benefits of such research.
4. Invite participating schools and human service organizations to on and off-campus research update sessions.
5. Maintain an advisory council for the Center which is representative of College, school district and human services organization personnel.
6. Secure representation by school district and human service organization personnel on Center committees dealing with allocation of funds, human subject release, etc.

GOAL II

To stimulate faculty research of publishable quality.

OBJECTIVES

1. To provide incentives for faculty and staff research.
2. To promote collaborative research projects between junior and senior faculty members.
3. To promote, recognize and reward faculty for service, research published and articles published.

STRATEGIES

1. Provide funds enabling faculty to pursue scholarly field research.
2. Credit faculty for scholarly books and/or articles in juried publications with regional/national scope.
3. Provide support staff through the Center for library, computer, and/or data collection aspects of the research process.
4. Provide Center graduate research assistants who could receive research credits toward their degree.
5. Aid researchers by arranging for equipment (video, computer, duplication, etc.) and/or space for long-term needs.
6. Coordinate access to school programs participating in Center research.

GOAL III

To ensure that all research and scholarly activity be appropriately disseminated throughout SUNY College at Fredonia.

OBJECTIVES

1. To produce a newsletter to be sent to faculty, school districts and human service organizations.
2. To inform college colleagues, school division personnel and other service area publics of research being conducted in our service area, the results of that research and research studies funded by grants through state, regional, and national sources,
3. To compile and produce a research/review containing pertinent and relevant research oriented materials from national/international sources for dissemination to others in our service area.

STRATEGIES

1. Sponsor regional meetings for purpose of fulfilling objectives.
2. Encourage dissemination of research by various methods (e.g. presentations) at regional meetings sponsored by by other groups.
3. Publish a newsletter/journal 2-3 times per year. This publication could also be used by the task forces for reporting their work and by the Center and public schools for enhancing communication.
4. Establish a database of "Research in Education" and make it available to all service area schools in the SUNY College at Fredonia computer.

Emphasis will continue to be placed on developing and maintaining positive working relationships with school districts and human services organizations to promote the effective preparation of professional educators. It is the desire of the Center that College faculty will continue to support and facilitate assessment and research activities both internally within the College and with our external constituents.

INTERNATIONAL PROGRAM DEVELOPMENT

Traveling, working, and/or studying abroad has a number of advantages. First, it broadens the outlook of the person involved

in the experience; whether it be social, political, educational, other cultures and peoples in their indigenous environment. Third, it allows for an exchange of ideas and philosophies. Fourth, it adds a new dimension to one's life in being able to share one's thoughts and feelings with others of a different culture. Finally, it permits educators an opportunity to compare their educational system with that of another country.

It should be pointed out that academic programs in higher education should contain courses and experiences which provide opportunities for students to develop a true understanding of and appreciation for the significance of multiculturalism. The urgency of this matter has been addressed by the President's Commission on Foreign Language and International Studies, international organizations such as UNESCO, and accrediting agencies for teacher education programs in the United States. Education viewed from a global perspective calls for a commitment from teacher education and higher education to use its resources in contribution to the improvement of education worldwide. Such commitment implies:

- an institutional mandate to include international education as an integral and recognized part of the institution's ongoing programs at every age level;
- the development of relationships with other educational institutions around the world; and
- international cooperation to broaden educational opportunity and redirect education toward achieving national, economic, and social development goals.

International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. The initiation of the preservice and inservice program in England and Wales is a reflection of that priority.

The Center for Educational Studies offers international programs in both preservice and inservice education. Through cooperative efforts with the West Glamorgan Institute of Higher Education, Swansea, Wales, Christ Church College in Canterbury, England, and Plymouth Polytechnic in Exmouth, England, students are afforded the opportunity to engage in a five-week student teaching experience in either England or Wales. Inservice teachers are provided a two-week experience in England and/or Wales to observe British education. As a result of reciprocal agreements between the State University of New York College at Fredonia and these British institutions, students from England and Wales will be visiting the Fredonia campus at selected times each year. (See Appendix II).

EXTERNAL FUNDING OPPORTUNITIES

The conceptualization of a grant proposal, the research and writing entailed to develop a "fundable" piece of work, and the most cases, to published articles and/or other manuscripts. More importantly, external funding assists the institution and the particular academic unit in support of program development, faculty/staff renewal, and purchasing of instructional materials/supplies,equipment, and travel funds that are generally

inadequate through internal budgeting. In this context, the following grant proposals were generated from the Center for Educational Studies.

GRANT TITLE	DESCRIPTION	REQUESTED
Regular Upward Bound	Programs for academic "at-risk" students that will ensure graduation from high school and college entrance	$660,000 (3 yrs)
Liberty Partnership Program	Provides support services and compensatory activities	$300,000
Project DEED (Developing Educational Environments for the Disadvantaged)	Developing programs to assist educationally disadvantaged students	$274,000
Teacher Opportunity Corps	Teacher education improvement and providing service to at-risk students	$150,000
Project ADAPT (Alcohol Drug Abuse Prevention and Training)	Alcohol and drug abuse prevention and treatment education programs for preservice students and inservice teachers	$135,000
STEP (Science and Technology Entry Program)	Provides for the special needs of undergraduate and/or graduate students who are economically disadvantaged or minorities historically underrepresented in the scientific and health related professions	$50,000

This past summer the Liberty Partnership Program and the Upward Bound Program were funded. Each grant was funded for a three-year period totaling approximately 1.2 million dollars.

CERTIFICATE OF ADVANCED STUDIES PROGRAM

Toward the end of the Fall 1988 semester, it was requested that the Department of Education engage in a qualitative review of the Certificate of Advanced Studies Program for educational

administrators. As a result of this review, including a survey of graduates of the program, the Department proposed a number of recommendations. The following recommendations were presented in hopes that the moratorium on this program would be lifted in order for the waiting list of graduate students/practicing administrators could be admitted Fall semester, 1989.

1. Increase the number of administrative courses to three (3) each semester and two (2) in the summer;
2. Increase the number of faculty involved in instruction to include practicing administrative personnel presently serving in the schools'
3. Enrich the field based component in the course content and arrange for a variety of public school locations for the internship seminar;
4. Continue the close working relationship with other collegiate institutions involved in the preparation of school administrators;
5. Monitor the evolving dynamics with respect to the possible change in certification requirements for school administrative personnel.

The recommendation of the Office of the Director is to remove the moratorium on the Certificate of Advanced Studies Program beginning Fall semester, 1989. This recommendation was approved and we have employed four area school superintendents and one administrator from the Vice President's Office to teach courses in Educational Administration.

CONCLUSION

What State University of New York, College at Fredonia becomes in the future as an educator of teachers will inevitably reflect what it has traditionally been. The strength of the teacher education and speech pathology/audiology programs is a hallmark of the College. The teachers, administrators, and human services professionals in the schools and communities of Western New York, with undergraduate and graduate degrees from this College, give witness to the stature of this program. The reputation of the program provides the essential components and foundation for strong leadership in the future. The College has built the tradition of excellence by responding appropriately to the need for change. Historically, the College has been a leader in providing teacher education and the schools of the region with new direction when the need for such direction was clear. Today, the demands of leadership in teacher education mandate a change in direction both on campus and off campus. We are responding to these demands to ensure that the College continues its tradition of excellence in teacher education through the newly created Center for Educational Studies.

As we know, change in education has been slow, if near non-existent, for a number of years. In reviewing the literature, one finds that historically many change-oriented programs have failed, some have floundered, and only a few have been successful. In this light, it appears that what is needed is a fresh perspective on who should be involved and how it should happen. Ravitch (1983) indicates:

> The distance between where we are now and where we might be in the year 2000 is great, but this distance is not beyond our capacities to span. Probably the greatest obstacle to achieving lasting reform is, paradoxically, the tendency of reformers to scoff at piecemeal change. Experience suggests that small changes are likely to be enduring changes. Getting there--that is, achieving the highest potential--is first of all a matter of setting our sights and them of devising a series of small moves in the right direction. Better teachers, better teaching, better administration, better textbooks, better curricula, higher aspirations. The Tao says, "A Journey of a thousand miles must begin with a single step." We know which steps to take, our problem will continue to be--as it has always been-reaching agreement on where we want to go.

Specifically, the faculty and administration of the Center for Educational Studies have reached agreement on where we want to go and are working toward a concept of developing partnerships and effective delivery services rather than the traditional lock-step curriculum and program thrusts for students that have previously been the norm in preservice and inservice education. Further, we are amalgamating a number of areas and publics that, working together, will bring about needed change in the areas of preservice and inservice education.

As Warren Bennis, former President of the University of Cincinnati, indicated in his article, "Managing the Unmanageable" (Chronicle of Higher Education, 1975):

> The irony and paradox of our times is that precisely when the trust and credibility of leaders is at its lowest, when we survivors in leadership positions feel inhibited from exercising what little power we have, we most need people who can lead, but we're not leading. There is no simple solution. But one thing we must recognize is this: Academic leadership must develop the vision and strength to call the shots. There are risks in taking the initiative. The greater risk is to wait for orders. This means that administrators at every level must <u>lead</u>, not just manage. This means

> that colleges and universities have to recognize that they need leadership, that their need is vision, energy, and drive, rather than a bland and safe figurehead.

The Center for Educational Studies at State University of New York College at Fredonia is responding to the need for leadership by formulating concepts and programs which incorporate specific competencies, exploratory experiences, expanded partnerships and instructional strategies based on a collaborative management design.

In order to implement effectively these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change, but we must also strive to insure the acquisition and preparation of leadership personnel that can support and defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education and human service components will never reach their fullest potential, regardless of existing levels of financial support.

The Center for Educational Studies at SUNY Fredonia is progressing in these new directions by responding to the realities, the rewards, and the demands of an ever-changing society.

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